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Adolescent Mental Health Promotion

Trainers' Guide on Strengthening Interpersonal Relationships

Health and Behaviour Unit
Department of Sustainable Development and Healthy Environments
World Health Organization
Regional Office for South-East Asia
New Delhi

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This document has been prepared by Dr Prema Sundara Rajan. It includes the work done by her for the South-East Asia Regional Office of the World Health Organization and the United Nations Inter-Agency Working Group on Mental Health of Adolescents. The views expressed in the document are solely the responsibility of the author.

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PREFACE

Adolescence has frequently been called "the tumultuous teens". As defined by the World Health Organization, adolescence is the period between 10 and 19 years. These are the formative as well as impressionable years when the maximum amount of physical, psychological and behavioural changes take place. Adolescence is the transition from a "child" into an "adult". The "child" explores new ideas, widens his/her horizons, and finally assumes greater responsibility and an individual identity.

Healthy development of adolescents depends on several interactive and complex factors. They include the socioeconomic circumstances in which a person is born, the environment in which he/she grows up, his/her inter-personal relationships within the family, peer group pressure, values of the community in which he/she lives and the opportunities for education and employment.

Despite the multitude of factors which can influence the development of adolescents, their mental well-being is crucial. Adolescents must learn how to cope with psychological stress, handle peer pressure, deal with their emotions, resolve conflicts, build bridges with friends and family, develop self-confidence, safeguard themselves from high pressure marketing strategies, particularly of the alcohol industry, as well as cope with other stresses like academic competition and a hankering for material gains. However, rarely are these sensitive issues addressed in schools and within families.

As Dr Uton Muchtar Rafei, Regional Director, WHO South-East Asia Region, says: "It is thus vital to support all those interested in the health of the adolescents and young people, including young people themselves, to understand their problems and needs and to address them through effective partnerships of relevant sectors and constituencies."

The programme on adolescent mental health, being developed by the Health and Behaviour Unit in the Regional Office for South-East Asia attempts to meet the psychological needs of adolescents as they pass through "a difficult period" in their lives. The modules on adolescent mental health promotion, developed by an expert on behalf of WHO, use the life skills education approach by which adolescents are taught to analyse situations, think of various options and make informed decisions which are in their best interest. These modules are not meant as a "self-learning" or

"do-it-yourself" kit. They are meant to serve as resource material for trainers in conducting life skills sessions for adolescents.

We hope that these will serve as a valuable tool for Member Countries to translate and adapt them for their own use in promoting the well-being of adolescents.

Dr Vijay Chandra
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FACT SHEET

Interpersonal relationships are the heart and soul of human experience. Interpersonal relationships are not only necessary for procreation but also for survival of the society.

Man is a social animal and nobody can live in isolation. All of us have people in our lives who matter to us most. We depend upon one another for survival.

One of the most important aspects of everyone's life is the need for intimacy - to feel close to people, to feel included, to be understood and to feel wanted. The possession of intimacy is both a moment of greatest happiness and well-being, as well as of greatest pain and misgiving. This happiness and well-being is the result of many things: freedom, ease and naturalness that comes from being allowed to be simply oneself when there is no need to pretend.

Intellectual, emotional and physical intimacies are the very foundation of meaningful and significant interpersonal relationships. Yet, we have been conditioned to mask our thoughts, deny our feelings or not allow ourselves to be touched or to touch anyone.

Increased diversity and rapid changes in our society make interaction with others continually more complex and difficult. Interpersonal and group effectiveness skills are essential keystones to maintaining positive friendships, stable families, successful careers and strong communities. Supportive interpersonal relationships meet personal needs, build trust and confidence, and encourage cooperation. Positive interpersonal relationships are vital for optimal human growth and development. Strong, caring and respectful relationships strengthen families and help reduce family violence, dysfunction and divorce. Intellectual, emotional and physical intimacies are the very foundation of meaningful and significant interpersonal relationships.

In strong relationships, each person by himself/herself, feels complete without the other even though the two people enjoy being together; each person communicates effectively and honestly. There are no unrealistic expectations or

attempts to control the other person. Interpersonal bonds tend to weaken when unrealistic demands are put forward by one of the members.

Communication plays a very important role in strengthening interpersonal bonds. Effective communication leads to strong emotional bonds with others, makes people more adaptable, and enables them to reframe the problems, especially during the period of adolescence.

Communication is not merely talking and listening. Verbal communication is only one component of communication between people.

Without using words, we communicate with a look, an expression, a gesture or a grunt. Appearance, posture, gait and voice tell us more about people than words may tell. These elements of communication are non-verbal, mostly unconscious and occur at instinctive levels. Yet, we can train ourselves to bring it to consciousness and take control of these elements.

Eyes are windows through which you see the person inside. Eyes express emotions and attitudes. Eye contact is a common means of expressing love. Gaze aversion is interpreted as unwillingness to interact.

We communicate with our eyes

A strong gaze may indicate dominance or aggression and a person with little eye contact is seen as submissive or shy. Eye movements indicate that we are attending to others. It is used to open and close communication channels between people while speaking in turns.

Communication with facial expression

Acting is not merely for actors. Doctors, nurses, waiters - all of us do play a role. Role-playing in small informal groups with sufficient feedback can improve our communication skills.

When we look at people, we are not only looking at their eyes. Facial expression is the most important means of communicating non-verbally. By looking at a face we can say whether the person likes or dislikes, understands or not. Faces can communicate interest and involvement. It can also express the

emotional status ranging from happiness to despair. Feelings are often reflected on the face even if the person wishes to disguise them. But face responds instantaneously and is the most effective feedback to another person. Facial expression as action may be difficult to control or even predict in our own cases but can be totally under our control with a bit of practice.

Good gesture

Hand gestures are second in importance to facial expression in non-verbal communication. Some deaf and dumb people do manage very well in interpersonal communication using gestures. So the power of this element is not to be misjudged. We do use gestures normally to repeat, emphasize or even contradict our verbal messages.

Appearance

Appearances serve to differentiate between people: the old from the young, the formal from the informal, the doctor from the patient, the judge from the accused. Appearances convey messages about social status, personality attitudes and emotional states.

Personal appearance not only affects our own self image but also our behaviour and the behaviour of the people around us. The style of dress, hair, cosmetics or jewellery provides the basis for first and sometimes long-lasting impressions.

Appearances are often deceptive; nevertheless we depend on using the cue in our day-to-day interactions with people. The change or modification in your daily appearances changes the behaviour of people towards you. This knowledge can be put to use easily.

Posture and gait

The way a person sits, stands and walks reflects his/her attitude towards himself/herself and their relationship with others. Posture can reveal warmth, harmony with others and the status and power in relation to the other. People unconsciously adopt different postures that they like or dislike.

People with higher status are relaxed in the presence of juniors who maintain formal postures. When we interact with people whom we like, we tend

to lean forward. When somebody whom we don't like interacts with us, we tend to distance ourselves.

A person walking slowly with hunched shoulders may be thought of as timid, whereas a straight back and purposeful gait may convey confidence. Sometimes we may be deceived by such inferences, but more often we are proved right. Each individual has his own characteristic style of posture and gait which reflect his/her personality and self-image.

Conscious adoption of posture and gaits, which signal to other people positive messages, can be the first step that we need to take to change the behaviour of people around us.

FREQUENTLY ASKED QUESTIONS

1. How can I make friends?

If you want friends but seem unable to make them, you have to start by assuming that somehow what you do or how you behave comes in the way of other people wanting you as a friend. There's not much you can do to change other people. But you can try to change yourself, if you want to, and this can make other people behave quite differently towards you. Try looking at yourself from other people's points of view. Start practising empathizing skills.

2. How do I become popular?

If you want to become popular among your friends, then never be judgmental or criticize others. Try to be non-judgmental about people around you. Talk about positive qualities others possess.

It is nice to be popular, but popularity isn't necessarily good at making close friendships. People may have lots of friends, but no special friends.

3. How do we fit in the school environment?

You can fit well in the school by interacting with classmates around you with good communication skills. Even if you feel you have never quite fitted in at school, you may discover that you have qualities that develop as you and your contemporaries grow more mature. Some adolescents often find that they can make an impact on people through being witty or funny, or by having an unusual talent or skill, or even by being eccentric.

4. My parents never understand me. I want them to love me most. How do I do this?

Parents worry about you. If you feel oppressed by their behaviour, try to work out what your parents are really frightened about and take it up with them. If you can reassure them that their fears are groundless, may be they will relax themselves and treat you the way you want to be treated. Parents feel responsible for you. If you think that they are not being reasonable, then talk it out with them and convince them that you can take up responsibilities for yourself.

5. My siblings often boss over me or annoy me. How can I handle this?

If you have this kind of trouble, don't expect your parents to support you. They will not want to take sides. Even if they do help to calm things down for a while, in the end you and your sibling will have to sort out things yourselves. You both will have to make an effort to avoid fights by being polite, by keeping your distance, and by agreeing on a few things.

6. I do not like it when my friends bully me. How do I stop this?

It might help when you tell your friends how you feel when you are bullied. By expressing your own feelings they might understand and you could maintain your relations with them better without being bullied. Friends are those who help you handle tough situations and always care for you. If it is your friends who are bullying you, then it means that you just need to find better friends. You must be careful while selecting your friends.

7. How do we stop our teachers from being very strict and mean to us?

When teachers are too strict with you, then you must talk it out with them. Sometimes teachers are not receptive to discussions with students, but it is worth trying. They might boss over you just to keep you in control or just to show that they have the power. They might also do it for your safety. Even if they are too strict, they might not do it intentionally. Telling them your own feelings about their behaviour might help.

8. What do we do when we are forced to do something against our rights?

It is important to speak out for your rights. You must develop bravery and express your needs in a better way. You must be firm to get what you want.

INTRODUCTION

Tell the adolescents that we are going to have a session on strengthening interpersonal relationships.

Before proceeding, please reassure the adolescents that:

- All responses will be kept completely confidential within the group.
- Only issues will be discussed, not individuals.
- All are encouraged to participate and to share their personal experiences, but they have a right not to respond.
- Under no circumstances should any student be allowed to laugh at or pass comments on the response of another student.
- Each student should listen to other adolescents without interrupting.
- There are no right or wrong answers.

Explain the objectives of the session, which are:

- To identify significant people in our lives and why they are important to us.
- What causes problems in interpersonal relationships and their effect on us?
- How to strengthen interpersonal relationships.

Session structure

The session is based on questions and answers, discussions and role-play activities. Situations of the role-play activities can be modified to make them relevant to the local culture.

The session is divided into two parts. Part 1 deals with sensitization and understanding the issues and takes about an hour. Part 2 deals with how to strengthen interpersonal relationships. It is suggested that the second phase be held on the following day.

The session is divided into six activities. Each activity has learning objectives, information for the teacher, the process to implement the activity, questions to

the adolescents and possible responses to these questions, and assessment. Each activity is linked to and leads to the next, so it is best to do them in sequence.

At the end of each activity, assess if the learning outcomes have been achieved. If any doubts persist or the adolescents seek clarifications, continue the discussion on the topic till the adolescents feel comfortable with having achieved the objective of the activity.

Annexes 1 and 2 are to be given to the participants for use during indicated activities.

They will need 6"x3" index cards of at least three colours, two each per student, a board to paste the responses on, glue sticks, and markers. If index cards are not available, adolescents can write the responses on the black board.

ACTIVITY 1 – RAPPORT BUILDING WITH ADOLESCENTS

Learning outcomes

Adolescents will learn and share with one another what they think about themselves through the process of sharing about themselves.

Information for trainers

Ice-breaking and warming-up session is necessary to build a rapport among adolescents and teachers. It is also essential to make adolescents interact with one another. Warming up helps them verbally express their feelings.

Process

Introduce the session by the ice-breaking technique i.e.

- Start the process by giving your own example.
- Make them stand in a circle.
- Now also ask them to share a few things about themselves which will help the class to know one another better.
- Encourage all the adolescents to share about themselves.

Possible responses

Examples of responses to item 3 above

- I am a person who loves to do anything for my friend.
- I like music and dance parties.

Assessment of activity

Assess if the adolescents have opened up and are feeling comfortable with one another; if not, allow them to move around and talk among themselves, then move on to the next activity.

ACTIVITY 2 – IDENTIFYING PEOPLE WHO MATTER MOST TO YOU

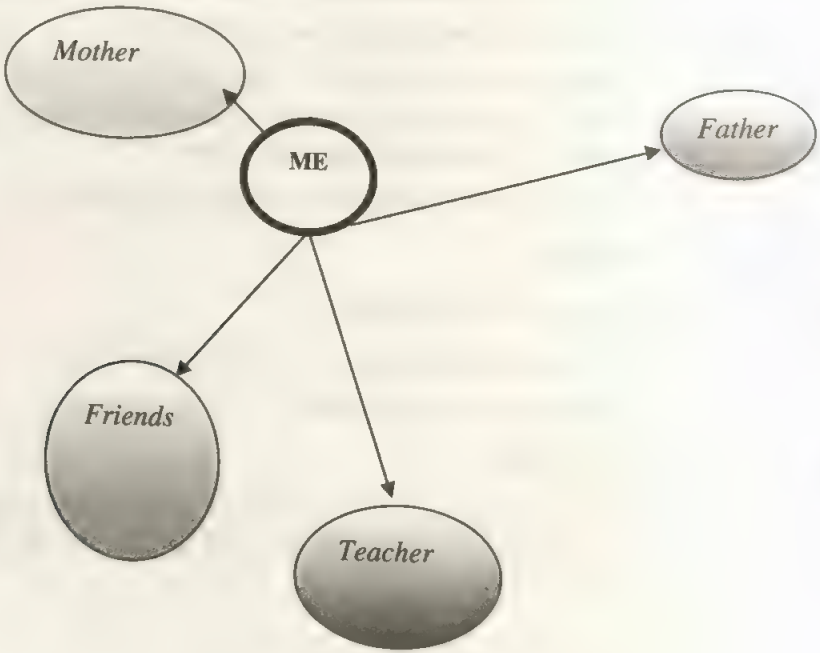
Learning outcomes

Adolescents will be able to identify people who matter to them most in their lives.

Information for trainers

Tell the adolescents that man is a social animal and that nobody can live in isolation. All of us have people in our lives who matter to us most and we depend upon one another for survival.

With the help of the model chart given below, demonstrate to the adolescents on the black board how to draw lines from ME circle to show their relationship with the people who matter to them most.



The arrow and the circle indicate the relationships that they have with their father, mother, friends and school. The farther the line is, the less the comfort with each other; the closer and bigger the circle, the thicker is the relationship.

Allow them to discuss about the intensity, hurdles, tensions, constraints of their relationships with their mother, father, friends and school teachers.

Process

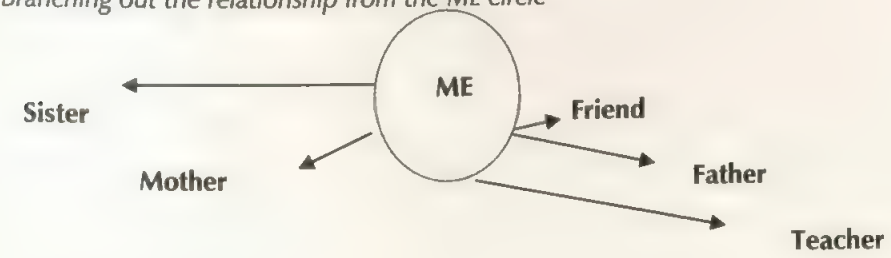
- First ask the adolescents to write down on the index card people who matter to them most and their relationship with them.
- Now ask them to draw on an activity sheet the same model that you demonstrated with their own example to show how close these people are in their lives through the help of lines starting from the ME circle.
- After this, ask them to circle the relationship according to the importance in their lives; the bigger the circles, the more close he/she is in his/her life to that person.
- Tell them to share one pleasant memory that makes them feel that the person whom they have identified is very near and dear to them.

Possible responses

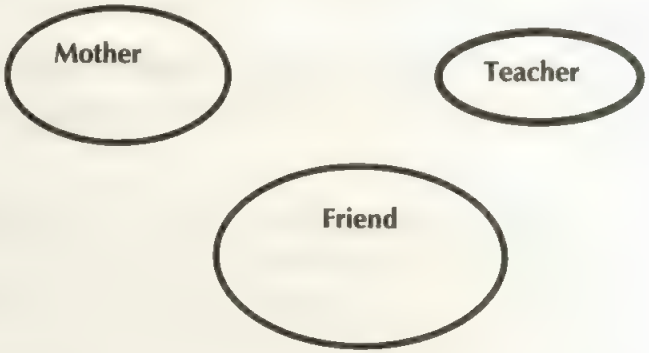
People who matter most

- Mother, father
- Friend
- Teacher
- Brother

Branching out the relationship from the ME circle



Circling relationship according to importance



One pleasant memory

- I feel my mother is very important because in spite of her illness she used to listen to all my problems.
- I remember that my father used to visit us when he was posted in a very far away place and spend quality time with me alone, which touches my heart.

Assessment of activity

Assess if the adolescents have identified the persons who matter most and have also shared what makes them feel so. If so, proceed to the next activity.

ACTIVITY 3 – WHAT CAUSES PROBLEMS IN INTERPERSONAL RELATIONSHIPS?

Learning outcomes

Adolescents will identify what causes problems and the feelings related to interpersonal relationships with significant people in their lives. They will also learn that every adolescent faces similar problems at this age.

Information for trainers

Through the process of analysis and discussion, explain to the adolescents that it is a very common phenomenon to face problems in interpersonal relationships at this age. Once they identify what causes the problems in interpersonal relationships, they will be able to know what they should do and how to keep up and strengthen interpersonal relationships.

Process

Ask them to think of situations which have led to problems either at home or at school or in the neighbourhood with anyone whom they love very much.

Now ask each student to write on the index card the answer to the following questions:

(1) With whom did you have problems?
(2) Did you feel bad about that event? If so, what did you feel?
(3) What was the event?
(4) How did you react?

Possible responses

Who was the person?

- Father
- Mother
- Friend
- Teacher

What did he/she feel?

- I felt miserable.
- I too did not like to talk.
- I felt hurt.
- I cried.

What was the event?

- Father wanted me to get as many marks in my exams as one of his friend's son.
- Mother was not allowing me to visit my friend.
- My friend never shared a secret with me.
- Teacher scolded me in front of the whole class.

How did he/she react?

- I replied back.
- They shouted, I also shouted.
- It was many days before we talked to each other.

Assessment of activity

Assess if the adolescents have identified the problems with the significant people in their lives, and their causes. If so, proceed to the next activity.

ACTIVITY 4 – WHAT DO I EXPECT FROM PEOPLE?

Learning outcomes

Adolescents will be able to list their expectations from parents and siblings as also from other adolescents.

Information for trainers

This exercise is bound to build up huge expectations from each side. Some expectations may be reasonable, while others may not be so. Also, there are bound to be differences in perception in regard to some of the expectations. Besides, there are expectations from oneself which need to be taken care of and should actually be the primary focus. All these factors may sometimes lead to conflict, stress and unhappiness. Apart from what others expect from us or what we expect from others, the most important element is what we expect from ourselves. We must set practical and reasonable expectations from oneself.

Unreasonable expectations give rise to stress and unhappiness. However, after fulfilling reasonable expectations from oneself, we must aim higher. That is to say, we should constantly upgrade our self-expectations. Give an assurance to the adolescents that it is OK if they feel confused or anxious. This can happen due to various reasons, lack of communication, difference in perception etc.

Process

(1) Divide the class into three groups; give them each a chart paper and a few markers.

(2) Ask:

- Group 1 to write in the chart "My list of expectations from my parents"
- Group 2 to write in the chart "My list of expectations from my siblings"
- Group 3 to write "What do my family members (parents, siblings etc) expect from me? "

(3) After completing the group exercise in general, tell all the adolescents to do an individual exercise of all three expectations together on a paper.

(4) Now ask all three groups to present the lists made by all the members in front of the whole class.

(5) Discuss the following questions/guidelines with the adolescents

- How did you feel when you were compiling the list?
- Are there differences in expectations from each other (you, your siblings, your parents)
- What happens when these expectations are not met satisfactorily?
- Is there any way to satisfy everyone's expectations and feel satisfied?

Possible responses

My list of expectations from my parents

- Give me an opportunity to grow up.
- Treat me like a friend.

My list of expectations from siblings.

- Help me with homework.
- Have trust in me.

What do my family members expect from me?

- To behave responsibly.
- To make them proud.

Assessment of activity

Assess if the adolescents have tried to identify and have listed expectations from parents/siblings and from self; if so, they can proceed to the next activity.

ACTIVITY 5 – TO IDENTIFY FRIENDS AND IMPROVE FRIENDSHIP

Learning outcomes

- Adolescents will be able to explore the concept of friendship and find out its importance.
- Adolescents will become aware of their strengths and weaknesses in maintaining friendship.
- Adolescents will be able to find out the reason for gaining friends or losing friends.

Information for trainers

It is very important to know that human beings, by nature and instinct, are social. They need to communicate with people and know how important and nice it is to have friends. Friendship means supportive, empathizing and mutually beneficial relationship.

Through the process of administration of friendship scale, one can get an opportunity to introspect what sort of a friend he/she is and what is it that he/she lacks in making a good friend or becoming a good friend to someone. Self-awareness can become a part of this exercise. It will allow the adolescents to understand and know what strengths and weaknesses they possess before, and in cultivating and sustaining the friendship.

Adolescents need to know that if they want to build up friends but seem unable to do so, they have to start by assuming that somehow what they do or how they behave discourages other people from wanting them as friends. There is not much that they can do to change other people, but they can try to change themselves.

Key pointers along the friendship scale are self-explanatory.

Process

(1) Introduce the topic "Let's be friends" by asking the adolescents the following questions.

- What is friendship?

- Why do we need to have a friend?
- Can girls and boys be friends too?
- Are opposite sex friendships useful in understanding the other sex?

Allow them to think for a while and then reply.

Ask a volunteer to write the answer on a chart paper and paste it on the wall.

(2) Now distribute the Friendship Scale:

- Tell the adolescents that they will now identify how friendly they are by filling the "Friendship Scale" instrument (Annex 1)
- Tell them to read carefully and mark "Yes" or "No" (depending on whatever they sincerely feel).
- Once all the adolescents finish filling the scale, tell them to score as given below:

  How many "Yes" between questions 6 and 11 and how many "No" between questions 1 and 5.
- Tell them that Annex 1 also has the scoring scale and the method of arriving at assessments.

(3) Distribute the Key Pointers on Friendship (Annex 2).

- Now tell them to refer back to the score of friendship from the Friendship Scale.
- Ask them to read question No. 1 from the Friendship Scale and the answer to No. 1 from the Key Pointers on Friendship; they will correspond with each other.
- Tell them that the key pointers are basically self-explanatory – How you increase your friendliness. Each number relates to the Friendship Scale instrument, i.e. No. 1 in the Friendship Scale instrument relates to No. 1 in the Key Pointer.

Possible responses

Examples of responses to Q1.

- Friendship is to share one another's thoughts and supportive relationship; relationships give us joy.
- To talk to, share information, for company.

- Yes, girls and boys can be friends.
- Friendship with the opposite sex is useful in understanding gender relationship.

Assessment of activity

Assess if the adolescents have discussed what friendship means. Find out if they have also found out, by scoring according to the Friendship Scale, where they are placed in gaining friends and losing friends and whether they have analysed and found out their own strengths and weaknesses in gaining or losing friends. If so, proceed to the next activity.

ACTIVITY 6 – HOW BEST CAN I COMMUNICATE WITH PEOPLE

Learning outcomes

Adolescents will value one another as friends despite differences; they will practise how to appreciate others so as to maintain friendship. They will be able to greet each other with verbal and non-verbal gestures.

Information for trainers

Tell the adolescents that we need to initiate and work hard to keep up relationships. It is a continuous effort to maintain a relationship, not to hurt people, and if hurt, how to deal with it. All of us have people in our lives who matter to us most and we depend upon others for support. Both verbal and non-verbal gestures are used to initiate friendships. Non-verbal gestures include making eye contact, holding hands, shaking hands, hugging, etc. Verbal communication includes introducing oneself, what they do and who they are etc.

Process

(1) Divide the adolescents into two groups, with equal numbers in each group. Let the adolescents form two rows, facing each other. Maintain a distance of at least 6 feet between the two rows.

(2) Make them stand facing each other in a straight line.

(3) Now tell them to step forward and greet each other with only gestures.

(4) Ask them to go back to their original position after greeting.

(5) Now ask the adolescents to assemble once again in two rows and share with one another not only non-verbal gestures but also share a few words of who they are and what they do etc.

(6) Now ask them to discuss with the whole class on how they felt sharing with each other such verbal and non-verbal greetings.

Possible responses

Greeting each other with non-verbal gestures

- Bending and folding hands

- Shaking hands and smiling
- Hugging and patting on the back
- Eye to eye contact and a smile.

Verbal gestures

- Hi, I am Shema, I live in Bandung.
- I am Naren. What is your name?
- I belong to Hilltop School, and live in an apartment, how about you?

Sharing how they felt greeting each other

- It was exciting even with those whom I hardly interact.
- I felt good about it.
- I was excited.

Assessment of activity

Assess if the adolescents have experienced the warmth in verbal and non-verbal greetings from each other, of sharing; if so, they can proceed to the next activity.

ACTIVITY 7 – IMPROVE RELATIONSHIP WITH OTHERS

Learning outcomes

Adolescents will be able to develop and practise listening skills, ways of effective communication and ability to understand another person's point of view – verbal and non-verbal – in an effective way through demonstration.

Information for trainers

Communication is not merely talking and listening. Verbal communication is only one component of communication between people. Without using words, we communicate with a look, an expression or a gesture. Appearance, posture, gait and voice tell us more about people than words. These elements of communication are non-verbal, mostly unconscious, and occur at instinctive levels. Yet, we can train ourselves to bring it to consciousness and take control of these elements.

Explain that because gestures and other non-verbal behaviours often represent a variety of emotions; it is easy to "misread" them.

It is important for the adolescents to know that to be part of a group is one of the fundamental needs of people. They want to belong to their peers, also want to be appreciated and recognized. Sincere compliments help each other. A gift, like a compliment, makes them feel nice and raises their confidence and self-esteem. Adolescents need to understand that they all are friends in "patches", i.e. we may agree in some ways and disagree in others. You may stress that most of the time we lose friends due to misunderstanding that is caused by miscommunication.

Process

Introduce active listening through the following exercise.

- Ask all the adolescents to pick a partner for these exercises.

- Tell them to sit in certain postures as mentioned below, and ask them to discuss the topics corresponding to the future.

Posture	Topic of discussion
Sitting back to back	Best movie that they have seen
One sitting and the other standing	The best moments that they cherished
Both showing equal interest in the conversation by sitting face to face	Future plans

Following each demonstration, discuss with the adolescents about their feelings while assuming the posture like:

- How did you feel making a conversation in this posture?
- How did it feel to listen actively to your partner?
- Was it different from the way you usually listen?
- How did it feel to be actively listened to?

Ask examples of times when adolescents have guessed wrong about how another person was feeling or others have guessed wrong about their emotions.

What clues were they misreading?

Now

- Ask each one of the adolescents to approach at least five other adolescents and give an appropriate compliment.
- Then ask them to assemble back, ask them to share his/her own experiences by asking the following the questions:
  - What compliment did he/she receive and from whom?
  - How did they feel when they received the compliment? (Ask all the adolescents)

- Ask them to give some imaginary gift (which can be called a "mental gift") to one another. Mental gift is just an imaginary gift which could be abstract but should be understood and felt whereas, a compliment is appreciating one another's appearance or some qualities. Mental gifts are what one feels like giving to another person – a positive enabling attribute that will help the other person.
- Discuss the following questions with the whole class on what "gift" they gave and received?

Possible responses

Compliments

- Hi, you look nice.
- Thanks, you did that really well.
- Good luck for your exams.
- Congratulations on your success

Feeling while receiving the compliments

- I never knew that she would say, I look nice, do I?
- I was happy to get that compliment.
- I felt nice to listen to the good wishes.
- I was excited and thrilled to receive congratulations.

Mental gifts

- I gift you confidence.
- I gift you the power to analyse situations.
- I gift you the skill to communicate effectively.

Assessment of activity

Assess if the adolescents have demonstrated verbal and non-verbal ways of communication, and have also given compliments by way of gestures to all. Ask them to share at home with their parents whatever they learnt in the classroom. Ask them to keep practising the skills that they learnt today. Tell them that they may maintain a diary in which they can note down the compliments and gifts that they give to people and the ones that receive from others.

Annex 1

FRIENDSHIP SCALE

What sort of friend would you like to make?

This instrument can help you to find out about yourself on the Friendship Scale. Mark "Yes or "No"

		Yes	No
(1)	Do you feel that you do not deserve to have a friend?		
(2)	Are you very demanding?		
(3)	Are you ever disloyal?		
(4)	Are you critical of other people?		
(5)	Do you always wait for someone else to make the first friendly move?		
(6)	Do you offer help when people need it - even if they don't ask?		
(7)	Do you volunteer to take part in class or school activities rather than wait to be asked?		
(8)	Do you ever bother to talk to other people who seem shy or short of friends?		
(9)	In an argument, do you try and see things from the other person's point of view as well as your own?		
(10)	Do you listen when people talk to you?		
(11)	If someone looks miserable, would it occur to you to ask them if anything is wrong or try to cheer them up?		
	Total		

Score one point for each "No" answer to questions 1-5. Score one point for each "Yes" answers to questions 6-11. The higher your friendship score, the easier it probably is for you to make friends.

Annex 2

KEY POINTERS ON FRIENDSHIP

How do you increase your friendship? Each number relates to the Friendship Scale. First read the question and your answer, then read the Key Pointers on Friendship.

(1) If you feel inferior or play yourself down, this may put other people off. On the whole, people feel more comfortable being who they are.

(2) When someone acts friendly towards you, do you immediately want them to be your friend only, want them to spend all their time and give you all their attention, or feel resentful or jealous if they have other friends or are pleasant to other people? This may frighten people away.

(3) People value loyalty in a friend. They want to trust you, that you will keep their secrets and that you will stick up for them if they are having trouble.

(4) On the whole, people like those who seem to like them. When you have a chance, say something nice or complimentary to someone.

(5) Well, you may have to wait a long time if you are very shy. You may give the impression that you are unfriendly and make other people think that you are being standoffish. If you need friends, it is up to you to go out and cultivate them.

(6) People appreciate helpfulness, especially if they do not have to ask for it.

(7) Even if people do not always think of including you, it does not mean that they do not want you. If you never put yourself forward, others may assume that you are not interested.

(8) May be you feel only the most popular people are worth knowing but they do not actually need more friends. Why not concentrate your efforts on people who do?

(9) If you are having an argument, try to see things from the other person's point of view as well.

(10) Giving someone your attention, showing that you understand what they are trying to say makes them enjoy your company and feel well disposed towards you. If you talk too much yourself, it can give the impression that the only person you are really interested in is you.

(11) This is simply being kind – and most people like who are kind to them.